

*Democracy in Education**Education for Democracy*

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

"I am sometimes very much interested when I see gentlemen supposing that popularity is the way to success in America. The way to success in this great country, with its fair judgments, is to show that you are not afraid of anybody except God and His final verdict. If I did not believe that, I would not believe in democracy. If I did not believe that, I would not believe that people can govern themselves. If I did not believe that the moral judgment would be the last judgment, the final judgment, in the minds of men as well as the tribunal of God, I could not believe in popular government. But I do believe these things, and, therefore, I earnestly believe in the democracy not only of America but of every awakened people that wishes and intends to govern and control its own affairs."—
Woodrow Wilson, July 4, 1914.

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THE EDUCATED MAN

"That man, I think, has a liberal education who has been so trained in his youth that his body is the ready servant of his will and does with ease and pleasure all the work that, as a mechanism it is capable of; whose intellect is a clear, cold logic engine, with all its parts of equal strength and in smooth working order, ready like a steam engine to spin the gossamers as well as forge the anchors of the mind, whose mind is stored with a knowledge of the great and fundamental truths of nature and the laws of her operations, one who, no stinted ascetic, is full of life and fire, but whose passions are trained to come to heat by a vigorous will, the servant of a tender conscience; who has learned to love all beauty whether of nature or of art, to hate all vileness, and to respect others as human."—*Thomas Huxley*, address to a Workmen's College.

UNITED STATES SECRETARY OF LABOR TO THE A. F. OF T.

DEPARTMENT OF LABOR
Office of the Secretary
Washington

December 28, 1927.

Mrs. FLORENCE CURTIS HANSON,
512 WEBSTER BUILDING,
327 S. LaSALLE STREET,
CHICAGO, ILLINOIS.
DEAR Mrs. HANSON:

My best wishes go out to the teachers of this country, along with my warmest hopes for the success of their federated movement. The teachers of coming American citizens deserve the best we can give them in the way of appreciation and recompense. No work more important or more trying is performed by any of us. Our school system is one of our national prides and boasts, and stands as a model before the world. We lay out more money on school buildings and equipment than any other country. Yet after all it is not the buildings that make our schools; it is the teachers. My contention has always been that, having built the buildings on such a lavish scale, we should next turn about and provide funds for the proper reward of those teachers who really make our system of education what it is.

In this busy country, however, nothing comes to us of its own accord. We have to contend for what we want, and even for what we deserve. It is high

time that our teachers got together and in concert presented their claims. In our great population the individual is too small to be heard. But where many voices are gathered together, their message is apt to be listened to. And I know we can trust the instructors of our young to present their just claims with that tact and persuasiveness which is certain in the long run to win proper attention.

It is characteristic of your organization that its first aim is not to enforce the claims of teachers to the money recompense they deserve. It is rather for the purpose of improving themselves in their work. It is formed in order to provide the individual teacher with the chance of an exchange of ideas. One might call it an intellectual bank, where each deposits his or her best thoughts toward the improvement of the teaching profession, and from which each teacher is privileged to draw suggestions for such improvement.

At the same time I hope you do not neglect to stress the teacher's claim to true recognition from our people for the value of service rendered. In that I once again wish you the success you deserve.

Sincerely yours,

JAMES J. DAVIS,
Secretary.

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The American Teacher

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Two Dollars a Year

Educational Ideals and Practices

DR. THEODORE G. SOARES

University of Chicago

Madam President and friends, I think there has been a little discrimination against me. I noticed in the program that came to me a few days ago that Senator Borah, who was going to speak to you, had been excused because he has submitted to a tonsilectomy. Now I had a tonsilectomy later than he did. Why he should be excused and I not, I don't quite know.

I think you agree with me that if we look back five years we know something of the costs of educational discussion. There has taken place a rather radical transformation in theory. I believe it would be rather difficult to go to any body of teachers in the country and discuss the meaning of education, and have that meaning expressed in any other than moral terms. Nobody is willing to talk of education in purely intellectual terms. Nobody is satisfied with thinking of goals of education as vocational fitness, but some forms of socialization, something that has to do with an efficient citizenship, something that has the spiritual quality of helping children to realize themselves in the world in which they are, is always dominant in any educational discussion today.

That is an enormous gain. Of course when we come to consider what we mean by socialization, by social efficiency, by even character, then we find perhaps a rather definite cleavage. I suppose everybody throughout the land today believes that we ought to have character education in the public schools, that one of the great goals of education should be character. But what is character? I think there we find a cleavage. A very large number of people are thinking of that moral achievement in terms of conformity to the social practices, to the moral standing, that are generally accepted by the better class of people, shall I say, today.

One of the newspapers recently spoke of the fact that in schools there had been an examination of students to discover whether they knew the Ten Commandments. This newspaper, was very pious in

its talk, especially on the subject of morality in the public schools. This newspaper was greatly distressed because of the considerable percentage of students that could not repeat it. They said, "They don't know the Ten Commandments, that is why they are so wicked. If we could only teach them the Ten Commandments."

I think perhaps as a matter of culture it might be well to be able to repeat that significant old Hebrew epitome of righteousness, but I am not very sure that it matters much. It is infinitely more important that children should make some commandments of their own which have some relation to their lives as to what they must and must not commit.

Have we not had in church, school and state, a sort of belief that we should give to our children that which was given to us? There is a sort of sneaking idea among us that if we could by any chance (we don't expect to be able to do it) make our children as good as ourselves, we should have succeeded extraordinarily in our education work. That old practice of a father and mother telling children how good we used to be when we were young and what a pity the children are not now, is after all pretty dominant in the whole idea of education. Bernard Shaw in his delightful way has said that no parent should ever hold himself up before his children as anything but a warning.

Now whether that is equally applicable to the teachers is undecided. But the whole question is, are we going to try to help our children to believe that we have achieved such morality and such a kind of righteousness as we are very anxious for them to attain also, or that our fathers and ourselves have been engaged in an endeavor to work out social righteousness and we are going to do the best we can to help them to be more efficient than we have been in the discovery of that righteousness?

Is not social living always something for which we strive rather than something which we hand on to the generation which follows?

I think you are going to have two entirely different kinds of education. The one an invitation to the children to enter into this static morality that we have achieved, and the other an incentive for the children to come and share with us the enterprise, the adventure of trying to find out what righteousness really is.

Now, curiously enough, it is only in the field of culture and morality, including of course, economics and politics, that we have that kind of view of learning as being a certain quantum of attained riches that are to be inherited by the next generation. You never have that in science. A real scientist never thinks that what he is trying to do is to teach the children what he knows. He always thinks that what he is trying to do is to equip the children with a method to find out more than he knows. Science never thinks of itself as having a quantum of attained knowledge that it is going to hand on, perhaps with a sort of fear that anybody may change any part of it. Science always believes itself to be merely on the way. It is far more conscious of its limitations than it is of its achievements, and it frankly says to even young boys and girls, "This is the way we do things, you see we don't know this or that, some experiments are being tried here or there which may enable us to know something more about this, but here is a method presented by which if you want to spend the time and money you can find out things that have never been known." The great riches of science are always in the future. Is it not the scientific method that we really need for our idealistic education?

Why may we not then in the whole range of our training of children seek to introduce to them the idea that there is a human adventure, a great human enterprise, growing, and that the fact that it is growing is infinitely more important than any attainment it has made? For example, now young people will learn something of social development. They know that man begins his life in the primal communities, that he gradually develops into the clan life; that the cohesion of clans upon a particular habitat develops into tribal life; that at last with the pressure of enemies, with the necessity of a common interest, there is formed something like what we now call the nation. Thus through the development as it has gone on particularly during these past few hundred years, there has come about that extraordinary social attainment, a nation. It

is a marvelous possibility in our nation of 120,000,000 people, living together with some commonness of life, with some large communities of interest, in a great era of peace, with a common language and certain common ideals, certain common purposes—the greatest thing that mankind has yet achieved. But because it is so great and because it is so glorious (not because of a finality, why should it be a finality; why should anything be a finality?) if it is possible for 120,000,000 people to live together with a certain measure of peace and a certain rather crude recognition of dominance of law, why can we not hope that over larger areas there may be the same dominance of the idea of right with the inclusion of greater peaceful areas, within which men may be able to work out some common life? What form it will take of course is something that only the future will disclose.

But why should we be afraid of a little narrow patriotism? Why can't we be daring, courageous enough, and patriotic enough to believe that the nation is so good that there will be something better, that all the nation itself may contribute to some larger organization of human life so that those disadvantages that arise out of national antagonisms may be dissolved in a great international peace?

Permit me to repeat what a teacher told me this afternoon. She said a boy in her school said to her, when there was some discussion about civilization, "Why, we haven't reached civilization yet. If we had, there wouldn't be any war." Just think of a boy of real red blood saying that! It is terrible!

I say why can we not make the dominant feeling of our whole educational process, that this social evolution is on the way, that all the good things we have achieved are only a promise of better things that we can achieve, if we will find out how to do it? I think one of the most dangerous aspects of our modern life is that we Americans have a sort of confidence in progress, a sort of national Divinity that takes care of Americans and makes us better all the time. Why can we not help them to see that as men in the past were willing to measure the achievements that were made and to press forward to something better, so the nobler organizations of life actually took place?

Here we are in this great economic movement of today. Where did it come from? Even in the elementary schools, as we are studying the story of the past, we can see that man on this earth has

all the time been trying to make a home for himself, trying to get the good things out of the earth. This wonderful, stubborn, old earth will give us what it has got if we work hard enough for it. It is very hard work. The natural tendency is to get the things without doing the work. That exists today and it comes from the primitive times. The first thing that man did was to look around and see if he couldn't see somebody who was weaker than himself whom he could make a slave. Your slave gives you the first great civilization. That is the only way in which men knew how to get civilization. I think we should never introduce the children to the glory of the splendor of Greece and the magnificence of Rome, without helping them to realize first what those civilizations cost, and that it was only possible to get the pleasure and dignity for culture, because the great mass of men reduced to hopeless slavery were compelled to bear the superstructure of civilization upon their aching shoulders.

Not that we shall look upon the past with deprecation; no, but understanding that that was the best that men knew and it was the only thing they could see. Even in your Bible you have a slave civilization. Nobody in that whole Bible from beginning to end ever conceived that there could be a civilization erected upon any other basis but slavery. It was not immoral; that was all men knew. We do not turn our backs upon that great past with contempt, because they did not know that anything else could be done; but we do realize the tremendous price the mass was compelled to pay in order that the very few might produce the masterpieces of art and the glories of literature.

Then shall we not see that man struggled out of that slavery to serfdom, from the serfdom into the wage system, and that this wage system into which we have come today is just a stage in human progress? There are a lot of people today, I suppose, who think that the economic organization of human society as we have it now is divinely inspired and that any thought of modification of it is blasphemous. The thing only began day before yesterday. What it will be day after tomorrow, nobody knows. The thing has changed and is changing before our eyes in this very city.

Only 20 years ago a very prominent manufacturer said to me as we were talking about the matter, "There is a great deal of nonsense taught about wages, about the cost of labor, the remunera-

tion of labor; labor is a commodity, like anything else. You don't talk about the price that you ought to pay for steel, or the price that you ought to pay for corn; you pay for steel what the market demands, what you have got to pay, and for corn what the market requires. It is a question of supply and demand and labor is exactly the same." I think it would be rather difficult to find a business man in Chicago today who would say that. That man was already belated 20 years ago, but he didn't know it.

Since then we have been talking about a living wage, and we know that you don't determine the price of labor by the least that you can make it accept. A laborer is a man. Labor represents that human unit in the family, and there is not any good in exploiting the earth if it does not support the people which work in it.

Secretary Davis is talking to us about a saving wage, which is beyond the idea of the living wage, and what we shall be talking of tomorrow, nobody knows. Why cannot we have our children realize that this great economic evolution is going on and that one of the glorious things is that they are going to live longer than we are and they will have a share in the making of that kind of human society that will be better than the human society that we have had?

I say that evolution of the ideal of human life is something that ought to be fundamental, and that there is not any real education, there is not anything that can be called moral education, that does not help children to see that it is their duty to be the makers of the morality of tomorrow, a morality that we do not yet know, any of us. Of course the children are quite ready to believe that they can make their own morality; that anything that we could offer them is absolutely out of style.

I am not so sure they are wrong. You can not hand over morality. Morality comes out of the analysis of a social situation. It comes out of the estimate of what you believe is going to be helpful to all the people in that situation. The very best thing that we can do is not to teach them a lot of things that they will remember about the stealing and lying and the rest, but help them when they come into a social situation to ask, "What does this mean to all the people concerned in it, and how is this particular enterprise, with regard to the whole life in which we are engaged, how is this going to operate for the highest well being of all the people

that are engaged in it, and for all the great world to which we contribute?" If we can give them any such scientific, ethical method as that, we have achieved a great deal in our moral education.

I hope it is not too radical a suggestion, but I think we ought to help the children of our modern life to know what human life is today. I believe that in a great city like ours we ought to visit museums, the Art Institute, the universities, the great public buildings, statues of great heroes of the past, that we are erecting in the parks, and then I think we ought to go over to Halsted-st, back of the yards, and understand how people live and ask ourselves rather solemnly, "Why do people live that way?" We ought to face the grim fact of unemployment instead of teaching children the stupidity that unemployment is an operation of economic law. It would be just as sensible to say epidemics are the operation of hygienic law. We ought to teach them that conditions of that sort are consequent upon the fact that so far we have learned very little about how to conduct business. I do think we ought to help our children away from that very dangerous American idea that we are efficient in business. We ought to help them to know that we are only in the very beginning of finding out how to work together. But it is a very difficult thing. I think we ought to be able to conduct teaching like that so that we carry the whole community with us.

In a certain sense I do not feel myself on the side of the workingman. I would like to be bigger than that. We say we are on the side of the workingman because he happens to be down. But our object is a far bigger thing than the elevation of the workingman or even the teachers affiliated with them. It is the cohesion of our whole society. I am just as much interested in saving the rich man so that he becomes a socialized being as I am in elevating the condition of the workingman. In fact, the rich man is in about as difficult a condition as the poor man. He did not make this economic order that we have. Nobody made it. We are all here. There is a lot of natural timidity about changing anything; and those to whom the system works to advantage are naturally more conservative.

I hope I am not becoming class-conscious. The thing we most imminently need is to get beyond class-consciousness into the recognition that the whole enterprise is a great human enterprise. Are

we going to do it on the basis of capital and labor as we are at present, or what modifications are we going to make? Whatever they are we are going to make them together, if we possibly can; and if we could have the right kind of education of the children in our schools, they would not be growing up together and presently dividing into classes, but they would come to understand each other so well that by and by they would know how to live together and work together for the making of a real human society.

I believe we need something of the sort because we have come into an era of timidity. It is surprising how frightened we are. I think this era of timidity is very largely the result of the war. We have been talking a good deal of nonsense during the war. We were talking about the great spiritual results that were going to come from the hell of those glorious young fellows. Men do not gather grapes of thorns or figs of thistles. You do not get spiritual harvests out of war. The fact that you do have such superlative heroism is really the tragedy of wasted human idealism. It is a very ghastly thing how the spiritual inspiration of those years of war vanished over night. And why shouldn't it? If this earth could be spiritualized by war, we should be in a worse plight than we are now. Of course an era of timidity followed. We have had exactly the same thing that happened after the Napoleonic Wars. The adoption of our own Constitution was a great triumph of the liberal movement among all the English peoples. There was great comfort given to the liberal movement in the old country, and there was great forward advance and something would have been seen before the close of the eighteenth century if the Napoleonic wars had not intervened. Those wars crushed liberalism. They did not have a reform bill in England until 1832. You had a great reactionary wave as men were afraid that the solid earth upon which they stood was shaking. Of course that is what we have now. Bolshevism in Russia and the perfectly natural fact of the reaction of the Soviet have frightened the whole world.

How well I remember that cartoon in The Chicago Tribune where two mothers were opening letters, the mother of a boy over behind the yards, and the mother of a boy on the gold coast. They were comrades and the two mothers were brought together. "America is never going to be the same

(Continued on Page 16.)

The Danish Folk High School

Radio Speech of PETER MANNICHE, Principal of the International People's College, Elsinore, Denmark, Over WCFL, Chicago, Under Auspices of Chicago Local 2 and 3

Denmark is of peculiar interest to educationalists because it is a living example of what education can do for a people.

It is an agricultural country. Less than half of the people live in towns, and the co-operative movement which has increased the production of wealth, is a farmer's movement. Although distribution is still far from nearing equality, there are very few millionaires and hardly any poverty.

A hundred years ago the Danish peasantry was a poor, ignorant, submerged class. Now it is a well-to-do educated people, having an important influence upon the kingdom's doings and with a capacity in its work, which is generally acknowledged.

To a certain extent this is due to a single man, the Danish people's spiritual leader in the nineteenth century, the clergyman, poet and educationalist, N. F. S. Grundtvig, whom the Germans have honoured with the title "The Prophet of the North."

Grundtvig is the creator of the folk high school movement which began about the middle of the last century. He worked from the standpoint that when the peasants were called forward to take an active part in Danish politics,* it was absolutely necessary, that they should be enlightened and educated for this. The people should not consist of dull serfs, but of wakened citizens. But how shall this civic enlightenment be given?

Grundtvig answers: The children's school is no place for this. The child's spirit shall be allowed to rest and grow in its rest. Here is a point, where Grundtvig meets Rousseau, who maintained that childhood is an independent part of life and not just a preparation for the work of later years; but the teachers' standpoint should be in the manifold questions which should be answered.

In the transitional years, the children must not, as often happens, be shut up with books, pen and ink without any relation to nature and to physical activity. The best school in these years is the farms of clever and thrifty farmers, the workshops of good artisans where the boys can get to like the vocation, which they shall later follow and begin to get hold of it.

*In 1833 consultative estates were introduced in Denmark, and the peasantry got an advisory power.

Youth on the contrary, is the proper time for enlightenment. But youth is not a mere preparation for the work of manhood. It has an independent significance of its own. It has its particular demands, joys and dangers. This is the age of mental awakening, when the great questions about life are asked. The foundation of the views of life is then laid. Then awakes the religious life, the feeling for poetry, fatherland, society. The erotic life also awakes then. The soul of the full grown youth is therefore far more filled with questions than in the transitional years. And answers must be given to these questions.

At that time there was no other school for adults than the university, and its aim was to educate the young to become officials. Grundtvig therefore suggested the radical proposal that there should be established a popular "Hoejskole," high school, whose pupils should neither become officials or scientists, but farmers, tradesmen, artisans, etc. The education should not finish with an examination. The breeding and enlightenment here given is each one's own affair and is its own payment. It must be such that it does not after the end of the school years weaken the desire to go out again into the physical work.

Books should have a smaller place in the popular "Hoejskole" than at the university. It had become more and more Grundtvig's conviction, that spiritual life is propagated through living men. It goes from one personality to another, and the supreme expression of personality is the spoken word; when it is honest, powerful and warm it is also able to call out a corresponding life in him who hears it. The way then leads from the heart through the word to the heart. A merry joke, an indignant exclamation, an inspired speech are witness of a real spiritual life which now is in operation. Therein lies the power of the spoken word. It is this idea, which Grundtvig expresses when he calls words living and writings dead. The written word, the word of the books, first comes into its rights, when it is taken up in living appropriation.

Above all history should be spoken about. It must be taken for granted that in the young souls consciously or unconsciously lies the question: what is it to be man and what is human life? They should therefore hear about how the human race has lived,

about its achievements and errors, its progress, its struggles and victories. To Grundtvig, History does not look like a meaningless mass of details, but like a great continuity, a real career of mankind. Christ is the center of this continuity. The young should be led into this continuity in such a way that they find their place in it and are encouraged to action. They should be educated not to become inactive spectators, but rather active participants in the great drama. They should be active in helping to create a kingdom of God *here upon this earth*, a democratic commonwealth with freedom, equality and brotherhood, where "few have too much and fewer too little."

Grundtvig's ideas were taken up by an increasing number of enthusiastic disciples, and many gifted young men, some of whom might otherwise have become statesmen, bishops and professors, went out from the universities and normal schools, and taught the farmers in folk high schools and identified themselves with them. There are now about 60 folk high schools in Denmark, and about one-fourth of the Danish country youth have been students, among them most of the leaders of the co-operative movement and of the farmer political movement.

There are about 8,000 pupils in the schools, of whom 55 per cent are men and 45 per cent are women. Men attend for five consecutive months, from November 1 to March inclusive (the time when they can best be spared from their work in the fields), and women for three only, from May to July inclusive. Almost all are between the ages of 18 and 25.

Along with the folk high schools, the chief subjects of which are history and literature and general culture, an increasing number of agricultural schools have come into being. There are now 30 agricultural schools in Denmark. They are often named as children of the "folk high school," and are filled by the same spirit, but they are chiefly practical types.

Both the folk high schools and the agricultural schools are owned by private individuals and although they are supported by the state, they are practically never interfered with so long as it can be shown that they are working in accordance with their scheme.

The folk high schools have been described as hotbeds of co-operation. The farmers who had been to one or more of these schools began to take an added interest in their own economic life and to realize

that their salvation lay in intensive small scale cultivation and co-operation. The Danish farmers are now completely environed by co-operation. He borrows money for the purchase of his farm from a co-operative credit association, he buys fodder and fertilizer from co-operative supplies, he gets his food from a consumers' store and he gets the electricity, with which he runs his farm, from the co-operative electricity supply of the village. Between 80 and 90 per cent of all agricultural products, butter, bacon and eggs, goes through co-operative agencies.

The important part played by the co-operative movement in the economic development of Danish agriculture is to a great extent due to the influence of the folk high schools, which have awakened in the young a desire to use all their gifts and powers, and has brought about a wider outlook—the capacity to see beyond the immediate sphere of the individual, the understanding of what the individual owes to the community, the feeling of confidence in others, and the will to join in common undertakings, through which the whole population are served.

Hitherto, the folk high schools have appealed almost exclusively to the farming population, only five per cent of the pupils being town dwellers; but of late two folk high schools of a unique position have come into being. One is the Esbjerg Workers' College, which is supported by Danish Social-Democrats, and the other, is the International People's College at Elsinore, founded in 1921, to bring together for study and personal intercourse young men and women from different countries. It has for its primary purpose the forwarding of the cause of international peace by establishing human relationships between students of different nationalities, but its founders hope that it will also be useful in introducing the traditions and methods of the Danish folk high schools in other nations and to city dwellers as well as to farmers.

The International College began in a small way, with only 24 students from five different countries but it has grown steadily until it is now the sixth largest folk high school in Denmark. This last year it has had 85 students. The chief subjects of study are History and Literature of different countries, Modern Languages, Human Geography, Sociology, and International Problems.*

There are two terms, a winter term of five months

*Special emphasis is placed upon the study of the Danish Folk High Schools and the co-operative movement.

from November to March, and a summer term from April 20 to July 10. It is supported by the Danish state and private individuals, the fees being about \$30 a month for board, lodging and tuition. It employs teachers from Denmark, Germany, England, and America, the teachers from America being in the summer term of 1928, Professor E. C. Lindemann, New York and in the beginning of the winter term, Professor Paul Douglas of Chicago. About 75 per cent of the students have hitherto been industrial workers, the Danish element predominating in the winter term. Also an increasing number of elementary and secondary teachers attend. This is particularly the case in the vacation courses which are held in July and August. Groups of teachers from Germany, England (under the auspices of Workers Travelers Association, London) and from America (under auspices of World Acquaintance Tours, 51 West 49th-st., New York) mix with the Danish and Swedish teachers in fortnightly courses, where modern social and educational movements are studied and discussed, places of interest visited and life lived in an atmosphere of international fellowship and goodwill.

The students of the International People's College form a miniature League of Nations; and it is hoped that the personal development which is necessary to create harmonious social life out of so many types and nationalities will make the students better fitted to help the world towards a better future. The students must, in a small way, experience that which the whole world must experience if there is to be harmony in the international orchestra. They must develop a capacity better able to understand the problems to be solved, and gather from their experience values for which a new and better world has use.

ONE HUNDRED THOUSAND DOLLARS FOR THE REMOVAL OF ILLITERACY

Alabama will spend fifty thousand dollars out of the state treasury annually for the removal of illiteracy, the legislature which recently adjourned having made such appropriation. This is \$37,500 over its previous annual expenditures for this purpose. Since the county and city school boards are authorized to make similar appropriations to meet state expenditures it will probably mean one hundred thousand dollars expended annually to wipe illiteracy out of the state.

APPRECIATION

Hamilton House, Mabledon Place, London.

November 16, 1927.

Dear Mrs. Hanson:

Since I had the pleasure of meeting your two representatives at the Edinburgh Conference of the World Federation, your organization has been kind enough to mail me monthly copies of your journal, *The American Teacher*. I should like to tell you that of all the teachers' journals which I receive, none gives me greater pleasure than yours. I look forward to receiving it and frankly confess myself indebted to its columns for a great deal of material which I find of the utmost help in my work as a representative teacher in England.

I particularly admire the fearless nature of its criticism and the vigor of its policy in relation to such matters as tenure and the freedom of the teacher. We must never fail to insist that teachers have equal rights with other citizens to voice their opinions in political, social, and economic questions, and I feel that your paper is performing a service, not only to American teachers, but to the profession throughout the world, by its forceful and vigorous declarations on many vital problems.

I should like also to congratulate you heartily on the attitude of your paper to the problem of world peace and international understanding. I am personally in complete accord with you here, that teachers should uncompromisingly set themselves to teach the futility of war and the necessity of replacing this ancient barbarism by the sane and civilized method of arbitration in international disputes. It was a great pleasure to me to have the opportunity to work with you and Miss Borchardt at the Toronto conference of the World Federation this year in the cause of the adoption of a more determined policy by that organization in the interests of world peace.

I hope you will continue to send me your journal. I can assure you that its columns are scanned with eager interest by many of our colleagues in this country, who although they may not find themselves so fully in accord with your policy as you would wish, have, none the less, a very high appreciation of the vitalizing and stimulating nature of its programme.

With all good wishes, believe me,

Yours fraternally,

FRANK A. HOARE.

The Nursery School at Vassar College

LOVISA C. WAGONER, Ph. D.

Associate Professor of Child Study and Principal of the Nursery School

It is something of a venture when a college that has devoted itself to the academic traditions turns its attention toward the practical application of science to those two occupations which have been regarded as being independent of any need of specific training—parenthood and the every day relationships of human living.

Vassar College has undertaken such an adventure in education in the form of the Division of Euthenics. This division which has been in operation for some time, was organized not as a separate college within a university, but as a grouping of courses drawn from the regular offering of the curriculum of the college. This grouping comprises those courses which have to do with the improvement of the individual through improving his environment. The term "euthenics" was coined to describe such attempts at improving the individual, just as "eugenics" designates the effort to improve the race through heredity.

Under the directorship of Miss Annie Louise Macleod, Ph. D., the Division of Euthenics is concerned not so much with the acquisition of skills which, after the manner of the efficiency expert, increase production and decrease expenditure, as with the enlargement and integration of life which result from the mastery of environment and the completer utilization of the individual's capacities.

It is a natural development in the field of euthenics that a group of courses under the general heading "Child Study" should be offered, since any "survey of mankind" involves some knowledge of the processes of development, of individuals on the highway to maturity as well as of adults. In the fall of 1927, Smiley Blanton, M. D., Frances Skinner Edris, Professor of Child Study, came to the college as professor of Child Study. It is possible to give theoretical courses in Child Study but if they are to be carried over into the actual experience of the students' every day life, it is essential that such theoretical discussions as are ordinarily given in lecture courses should be supplemented by laboratory practice. Through an objective study of childhood, the young adult as he learns to regard himself less subjectively is able to analyze for himself personality difficulties and handicaps and thus develops a more wholesome attitude toward himself and toward other people.

Consequently Vassar College has seen fit to open a Nursery School which serves primarily as a laboratory for courses in Child Study but also is available for courses in Child Psychology and in Nutrition. This school is under the direction of Lovisa C. Wagoner, Ph. D., Associate Professor of Child Study, with Mary Mumford, A. B., Instructor in Child Study and Emily Payetta Turney, A. B., Instructor in Child Study, as Nursery School teachers, and Laura F. Heilman, Instructor in Child Study, as research worker on the study of speech development and personality.

The school is housed in a beautiful new building given to Vassar College by Charles A. Wimpfheimer of New York City in honor of his daughter, Mildred, who was a graduate of the class of 1927. This building is a part of the Euthenics group of buildings in the northeast corner of the campus. The building itself is of stone in the style of the English manor house. East of the building stretches a large play yard which gives ample space for all kinds of activities. Any child who feels the need of solitude may detach himself from the group and find the sort of activity which for the time being satisfies his need. In this play yard have been set up the usual playground apparatus such as the Jungle-Gym, a slide and a sand box and in addition other pieces of equipment which are designed to call into play every muscle in the child's body and help develop correct posture as well as skill in the handling of the child's own body. Whenever the weather permits the children spend the afternoon in this play yard.

If the weather is unsuitable for work out-of-doors the children spend the morning in the two work rooms on the second floor of the building. These rooms are spacious and well lighted and supplied with various materials which lend themselves to constructive activity. In the selection of apparatus the staff has attempted to utilize materials which would come into the ordinary home, such as empty boxes, pictures from advertisements and so on. Such materials have a definite educative value for the child. One of the important things for young children to learn is how to make use of the things which their own environment offers. The child who has been taught to depend upon finished toys from the shop is unfortunate because he has been denied the

privilege of learning to make the most of any situation in which he finds himself.

On the second floor, in addition to the two work rooms are a toilet room, and the dining room and kitchen for the preparation and serving of the mid-day meal. On the third floor is a large airy sleeping room where the children rest for two hours every afternoon.

The establishment of good and serviceable habits of eating and of sleeping, the building up of regular habits of elimination, the mastery of the child's own body, the acquisition of motor control as developed by the use of the school equipment and by the manipulation of the fastenings of his own clothes: these constitute the curriculum of the Nursery School.

Not only is the Nursery School child learning to manage his own body and to make use of the materials he finds at hand, but in addition, he is learning how to live and work with his contemporaries. The school is fortunate in being provided with ample space so that any child may withdraw from the group and may have leisure and solitude whenever he desires.

Not only is the child learning that other people have rights which he must respect, but he is learning also that he has rights which are to be respected by others.

Mental growth as measured by intelligence tests is recorded and a special study of the development of motor control is being made. Adequate teaching methods must wait upon more perfect knowledge of the acquisition of motor control, of bodily readiness to master a given skill. To aid in the discovery of criteria of such "readiness to learn" is one of the objectives this Nursery School has set for itself.

Each child is given a thorough physical examination by Dr. A. F. N. Christie of the medical staff of the college, who also looks over each child on arrival every morning for signs of cold or contagious disease.

Research in the development of speech is accompanied by correction of serious defects of speech. For example, one child, a girl of four because of greatly enlarged tonsils has developed habits of letter substitution which make her speech unintelligible. This peculiar speech is being analyzed phonetically and on the basis of such analysis the child is being taught correct habits of speech.

To this school are admitted normal children from twenty-one months to four and one-half years.

While every effort is made to correct any bad habits which may have been established, the school is designed not for remedial purposes but to facilitate wholesome development. Because the school serves as a laboratory for the students at Vassar College, it must offer to them an opportunity to study normal children; it is obvious that it would defeat its own purpose if it opened its doors to defective children.

The Nursery School at Vassar College has two definite functions or obligations—first to the children enrolled, that adequate and suitable materials be provided which will stimulate normal and wholesome development, that health be safeguarded and that desirable sound attitudes may be established. In the second plan, the Nursery School must offer to the students of Vassar College a laboratory in which they may observe the growth of little children and may learn how to live and work with them, how to teach them and to enjoy them without regarding them as playthings.

It is not so much the purpose of the school to teach precise methods, to develop specific skill in these students, as it is to form wholesome attitudes toward children, to indicate desirable adult-child relationships and to develop a point of view regarding children which is experimental in the best sense, that is, directs every resource toward the solution of a problem.

In this school, then, the students have an opportunity to observe the ordinary behavior of children, to get some idea of what may be expected from young children at various ages, and also have an opportunity of learning how the responses which seem desirable may be developed in the child.

It is the belief of the Nursery School that by properly setting the situation for young children undesirable responses may be prevented and desirable responses developed, that obedience may be made easy, and disobedience difficult. To this end the staff and building and equipment have been selected.

"It is fundamentally wrong, it is a contradiction of the basic principles of this free Republic, that upon the shoulders of any child who has not attained its full, mature, physical development, who has not enjoyed a reasonable time in which to play, and who has not received an elementary English education there should be put the smallest fraction of the burdens of our modern competitive industrial life."—Samuel McCune Lindsay.

SOME REASONS FOR BELONGING

The American Federation of Teachers provides a unique opportunity for teachers to associate themselves with the American Federation of Labor and to share in the humanistic aims of the American labor movement. The teaching profession like any other craft or calling can become socially effective in our national life in proportion as it is prepared to join with other men and women of good-will for the advancement of the common good. The American labor movement represents the self-conscious expression of wage-earners for a more abundant life, and as such should appeal particularly to the idealism of the teachers of our country.

SPENCER MILLER, JR., *Secretary,
The Workers' Education Bureau of America.*

I am a member of the Teachers Union because the whole domain of education and schooling must be re-examined today by realistic and critical thinkers who will not be afraid of either economic or sentimental bugaboos, and who will eventually compel the public to listen to what they have to say. Such thinkers must, for the most part, be in the schools. They must have the support of at least some school people, and their tenure of position and their right to speak must be defended by school people. I am in the union because I want to do what I can to support and defend this critically realistic program. I may add that the union is the only organization to which I now belong.

JOSEPH K. HART, *Professor of Education,
University of Wisconsin.*

I belong to the Teachers Union because I believe in being an up-to-date democrat. An up-to-date democrat cannot operate as an isolated individual, however virtuous and well-intentioned he may be. He must operate through at least one effective group. The Teachers Union is such an effective group. It is formed for the purpose of achieving democracy in the schools.

It is a foe of autocracy, a foe of inefficiency. It fights for high ideals in education and citizenship. I belong to the Teachers Union because outside of it I am pretty nearly powerless to accomplish the things in which I fervently believe.

HARRY A. OVERSTREET, *Professor of Philosophy,
College of the City of New York.*

I am a member of the Teachers Union for the following reasons, among others:

(1) I think it essential, in order to develop a

genuine professional spirit, that every teacher have the sense of solidarity with other members of his profession.

(2) Because in the present state of affairs, organized co-operation is the most effective means for securing the public attention and respect without which the cause of education cannot progress.

(3) The economic basis of education is so marked, and there are so many economic interests attempting to employ the schools for other ends, that it is important that teachers recognize the interest which they have in common with workers in all branches.

JOHN DEWEY,
Professor of Philosophy, Columbia University.

(From "Why I Am a Member of the Teachers Union."
Prepared by the Teachers Union of the City of New York,
Local 5, American Federation of Teachers.)

MUST PUBLIC SCHOOLS BE
FACTORY FEEDER?

New York.—Would the National Association of Manufacturers have America's public schools a feeder for their factories?

The manufacturers have recently professed interest in child labor, and issued a program to correct this evil. An examination of the program shows that its standard is the child-labor regulations of the most backward states. Night work for children in New York is illegal after 5 o'clock, but the manufacturers would change this to 9 o'clock. This indicates how the manufacturers would aid "the further protection of employed children 14 and 15 years of age."

A more sinister declaration, however, was made by Howell Cheney, Connecticut silk manufacturer, in an address to the convention of the manufacturers at Chattanooga. He placed this question before school authorities:

"Why can't you come into factories, work with us on the construction of curricula, define the conditions of a progressive training which entitles employers to use the labor of children and carry this mass forward with a creative ideal of accomplishment in place of the idea of idleness that you are instilling today?"

Mr. Cheney was chairman of the committee that prepared the manufacturers' child-labor program. His appeal that the nation's public schools be factory feeders should place every friend of children on his guard.

The Conference of the New Education Fellowship at Locarno In August, 1927

By RUTH GILLETTE HARDY

New York Local 5, A. F. of T. Delegate to Locarno Conference

Soon after the close of the war a group of teachers from progressive schools in England formed a fellowship to promote this New Education and the New Psychology which lies behind it. They found an inspired leader in Mrs. Beatrice Ensor, a mother who had found no school good enough for her children and therefore set up one nearer her ideals. Her school at Frensham Heights is still the center of her activities even today when the work of the Fellowship requires most of her time.

In 1921 members of this little group from England met (at Calais) with representatives of similar schools in France and Germany and branches were formed in both the latter countries, publishing magazines in each language and welcoming into their membership all who believe in the changing concepts of education. In 1923 a second Conference attracted 300 teachers from 25 nations and in 1925 at Heidelberg nearly 500 attended. When this year's meeting was planned, called appropriately at the city which means to Europe the spot where a hope for permanent peace was at last made real, the organizers hoped for a gathering of some 600. The place, the charm of past Conferences, above all, the growing interest in new concepts of education combined to attract nearly 1,200; the old town was filled to overflowing with the happy spirits which the new education at once attracts and creates.

The plan of the Conference was unique to American visitors. No hurry or bustle was evident and, if the days grew more and more crowded, Mrs. Ensor did not fail to remind us that it was our own fault, not the plan of the Conference. Covering nearly two weeks, there was time for more than speeches, for the fostering of fresh contracts and the growth of new friendships. Each day at 10 a. m. there was a lecture on psychology open to all who cared to come; in these the more technical problems were attacked by a great diversity of speakers.

Following this, at 11 a. m., there were group Conferences, dealing with various aspects of the practice of creative education in schools. These were purposefully left quite elastic, to permit varied interests, and more groups were formed each day. When some com-

plained that they could not choose between the various subjects group meetings began to move into early morning hours, late evenings and even into the sacred afternoons, but always over the protest of the wise directors of the Conference. In the evenings we heard the addresses of the really distinguished speakers, Dr. Decroly from Belgium, Dr. Pfister and Dr. Adler among the psychoanalytic leaders, Dr. Paulsen from Berlin and Herr Gloeckel from Vienna, as directors of the two most completely reconstructed systems of public schools in the world, and from our own America, Dr. Carson Ryan of Swarthmore, Dr. Harold Rugg from New York and Dr. Carleton Washburne from Winnetka.

But the Conference was not made out of lectures. Afternoons were left free for the more important work of acquaintance. Locarno is one of the beauty spots of Switzerland; before us stretched Lake Maggiore, on either side rose snow-crowned mountains and, in the narrow valleys between, road or tramway wound up through vineyards and picturesque villages from almost tropic heat to glacier cooled airs. The funicular carried one in a few minutes to the little shrine of Madonna del Sasso with its glorious views, the public bathing beach was charming, under ancient planes the tea-room of the Kursaal tempted one, and every hotel had a garden. In all these places the real Conference was held, in the exchange of ideas, in the exploration of other minds, of other nationalities, in the cementing of friendships. One whole day's excursion to beautiful Isola Bella, the loveliest of the islands; a delightful rustic tea given us by the mayor in a hillside resort where we all danced on the hard trodden earth terraces; folk-songs given by the local singing society; dancing in the Kursaal after the evening meetings; above all, the glorious singing of the Choir of the Bakule School of Prague, not only at their formal concert, but in the early mornings at practice and on some evenings in the old garden of our headquarters at the Normal School; these are the things that brighten our eyes at remembrance of Locarno. For all these things were joyous without being frivolous.

Acquaintance, argument over the ideas of the

speakers, clarification of issues flowed in and around all these occasions. And when the final evening came and we heard once more from the leaders of the fellowship and each national group sang its very best folk-songs until we all joined in "Auld Lang Syne," sung English fashion, with intertwined hands (to the considerable astonishment of those who couldn't understand a word of it), it was with a resolution to carry this joyful courage into our own work that most of us parted.

The organization of the Conference is as unusual as its plan of activities. Arrangements are made through the heads of the three national sections, the affiliated groups in other nations and the international headquarters in London. The time and place of meeting are determined at each conference for its successor. A president of the Conference is chosen who is not an ordinary executive officer of the Fellowship and who is not responsible for the program; Professor Pierre Bouvet, Director of the International Bureau of Education in Geneva, filled this difficult office at Locarno. In presiding he was as charming as he was wise, and in struggling with perennial language difficulty he would, after two lightning-like translations of the meat of each speaker's discourse from one language into the other two officially recognized, turn to the audience with his one appeal: "Ah, if before the next Conference, you would only all learn Esperanto."

All other management lay with the heads of the national sections. Since nobody was to be elected, these did not have to spend time in wire-pulling and there were no politics for anyone to play. To an American, at least, the atmosphere was delightfully refreshing. But it was more than that. The English and the German sections are fortunate in the leadership of two wonderful women, quite unlike one another, but supplemental to one another. Both of them are deeply inspired speakers who see the fundamentals of creative education through whatever machinery of research and devices pedagogues may set up; Mrs. Ensor is, in a sense, the hostess of the Conference, a genius in drawing people together, but Dr. Elisabeth Rotten is its prophetess, who sees the New Education linked up with all that is best in modern social movements, in the efforts for world peace, in the creation of a world good to work in.

Summaries of what was said can be found in the October number of the fellowship's organ, "The New Era," but the Conference was so much more

than listening to what was said that I can only urge all who may read this: Come, and learn from its leaders, from its meetings. Both Mrs. Ensor and Dr. Rotten expect to be in this country lecturing during March and April. The next Conference will be held in Copenhagen in 1929.

PROGRESSIVE EDUCATION MEET

The Sixth Annual Convention of the Progressive Education Association is to be held March 5 to 10 at the Hotel Commodore in New York City. Thousands of progressive educators from all parts of the United States and from many foreign lands are expected to attend the meetings, view the exhibits representing the products under progressive methods, and visit the numerous progressive schools in the metropolitan area.

The convention will take up various new and important aspects of education in this country and in foreign countries. It will be opened Thursday afternoon, March 8, at 2:30 o'clock by Mr. Stanwood Cobb, Head Master of the Chevy Chase Country Day School, founder and present president of the Progressive Education Association. The opening address of the convention will be made by John Dewey, on whose philosophy the whole new movement in education in this country is based.

One meeting of the convention will be given to Foreign Education. Dr. Elisabeth Rotten, one of the leaders in the new educational movement in Germany, will talk on the Hamburg experiment and other new schools in Germany; Dr. Lucy L. W. Wilson who has recently visited Russia will describe the new work being done there; and Professor Kilpatrick, who has just returned from a tour of the world, will speak on interesting new educational work in the Orient. There will be other well known speakers.

An innovation will be the round table discussions which are being planned for Saturday morning, March 10. There will be group discussion meetings on problems of secondary school education, teacher-training, elementary school problems, the relationship of parents to the schools, and a number of others, each led by an able chairman. The whole morning will be devoted to these discussions by people doing and interested in the same type of work.

The School Visiting Program extends from March 5 to March 10. Within the city the Ethical Culture School, the Lincoln School, the City and Country School, the Horace Mann School, the Walden School and many others will be open to visitors. Other progressive schools in Connecticut, New Jersey and New York State are preparing to receive the delegates.

OPINIONS

What Some Thinkers Have to Say About the Labor Movement

THEODORE ROOSEVELT:

"If I were a factory employe, a workingman on the railroads, or a wage earner of any sort, I would undoubtedly join the union of my trade. If I disapproved of its policy, I would join in order to fight that policy; if the union leaders were dishonest, I would join in order to put them out. *I believe in the union*, and I believe that all men who are benefitted by the union are morally bound to help to the extent of their power in the common interests advanced by the union."—(From the *Federal Employe*, Nov. 29, 1919.)

WILL C. WOOD, *Superintendent of Public Instruction, California*:

"The teachers are beginning to adopt principles of organization similar to those of *other wage earners*. Already unions have been formed in several cities of California. *The legal right of teachers to organize in this manner can not be challenged.*"—(Address at Superintendents' Convention, August 18, 1919.)

HARRY A. OVERSTREET, *Professor of Philosophy, College of the City of New York*.

"If one stands for the public one stands inevitably for the ideas and activities of only a portion of the public. And of what portion? Surely of *that portion which has most deeply at heart the fundamental public good*: . . . And where do we find more effectively an intent for the bettering of human conditions than in the *labor movement*? . . . *It has fought for human emancipation—for yours and mine and all the rest of us.*"—(Address at Hotel McAlpin, New York, February 14, 1920.)

JOHN DEWEY, *Professor of Philosophy, Columbia University*.

"We (teachers) have not had sufficient intelligence to be courageous. We have lacked a sense of loyalty to our calling and to one another, and on that account have not accepted to the full our responsibilities as citizens of the community.

"To my mind, that is the great reason for forming organizations of this kind, and organizations which are affiliated with other working organizations that have power and that attempt to exercise the power like the Federation of Labor, namely, the reflex effect upon the body of the teachers themselves in strengthening their courage, their faith in their calling, their faith in one another, and the recognition

that they are servants of the community, and not people hired by a certain transitory set of people to do a certain job at their beck and call.

"We should have an organization which shall not on the one hand merely discuss somewhat minute and remote subjects of pedagogy with no certainty as to how their conclusions are going to take effect in practice, nor simply look after the personal and more or less selfish interests of teachers on the other hand. But we should have a body of self-respecting teachers and educators who will see to it that their ideas and their experience in educational matters shall really count in the community; and who, in order that these may count, will identify themselves with the interests of the community; and who will conceive of themselves as citizens and as servants of the public, and not merely as hired employes of a certain body of men. It is because I hope to see the teaching body occupy that position of social leadership which it ought to occupy, and which to our shame it must be said we have not occupied in the past, that I welcome every movement of this sort.

"Objections are frequently made—generally, I think of a very snobbish character—against these federations, because of their affiliation with labor unions. I won't stop even to argue against the merely snobbish features of that matter. I would like to point out that these labor unions are engaged in useful service; that they also are servants of the public and it may be that if the more enlightened, more instructed—that is to say, the more lettered portions of the community like the teachers—put themselves fairly and squarely on a level with these other bodies of people who are doing needed and useful service, that they will hasten the time when all of these unions will look at all of their work and labor, not merely from the standpoint of their personal interests and the protection of these personal interests, important as that is; but also from the standpoint of service to the general public."

JOHN R. COMMONS, *Professor of Economics, University of Wisconsin*:

"Free schools supported by taxes, were the first demand of enfranchised labor.

"In New England the principle of free schools for all was in theory accomplished but even in New England, free schools were much less efficient than private ones. Hitherto, our historical knowledge of the free school movement has ascribed that movement to the great humanitarian leaders, with Horace

Mann at their head. The vitality of the movement for tax-supported schools was derived, not from the humanitarian leaders, but from the growing class of wage-earners."—(From Documentary History of American Industrial Society.)

RICHARD L. ELY, *Professor of Economics:*

"At every period of our history, public school questions have been labor questions or labor measures. And when I say this I do not exclude our universities. What then has the labor movement brought us? I reply, first of all:

It has been one of the chief causes which have brought us a public school system. Where shall we find guardians against assaults on our public schools? Where shall we find those who will not only protect what we have, but help us forward in new achievements in education, particularly by means of public schools? To both questions I reply, in our labor organizations. All over the world labor organizations are supporting and bearing forward every popular educational movement." And again he tells us: "Public instruction was claimed by the party of the workingmen, but their demand was met by the sneer of derision on the one hand, and the cry of revolution on the other."—(From *The Labor Movement in America*.)

DR. ABRAHAM LEFKOWITZ, *Teacher of History, High School of Commerce, New York City. Vice-president, American Federation of Teachers:*

"A strong united effort should be made to unionize teachers, so as to bring them into direct and intimate contact with labor—its problems, its hopes, and its aspirations. Such an alliance will not only insure to the youth of America the presentation of truth in the place of propaganda, but it will also enable labor to meet with a sympathetic response instead of a closed mind or a hostile attitude.

"It will help teachers, not only by inspiring them with labor's social idealism, its great visions of human solidarity and brotherhood, but also by bringing them into close touch with realities and with the movement which holds out a promise for a solution of our industrial problems more in harmony with the theory of brotherhood which underlies all of labor's struggle."—(From *Labor Age*.)

DR. HENRY R. LINVILLE, *president of the Teachers Union of the City of New York. Vice-president of the American Federation of Teachers:*

"We bear a productive relationship to the American Federation of Labor in our being able to assist

in the formulation of the educational problem of the great labor movement. Our representatives at the annual convention are always on the convention committee on education and I myself am on the standing committee which is making important researches all the time.

"As a by-product of our affiliation, we feel that the fundamental interest of the labor movement in education is in the reorganization of the public school systems along the lines that will be more socially helpful to all groups and freer than they are now from the domination of class interests.

"It has been generally supposed that the labor movement is interested in education because it wants to set up a propaganda in its own behalf, but I can say with assurance, after ten years given to the labor movement, that such is not the demand of the labor movement. They are very earnest about their demand that the public school system shall not be used to launch propaganda against the labor movement. But on the other hand, they make no demands that the public school systems shall propagandize for organized labor. This seems to me a more generous and social position than is commonly attained by other organizations that have national extent, and for that reason we feel that the labor movement is ungrudgingly social-minded."

EDUCATIONAL IDEALS AND PRACTICES

(Continued from Page 6.)

again. We have fought side by side and we are going to be brothers." But we do not get brothers that way. We are farther away than we were before. It is because of this era of timidity into which we have come.

Our business is to encourage young children to get the idea of that great ongoing human society into which they have been born, the future of which nobody knows. The opportunities and effects of a great fellowship is something beyond anything that anybody has ever dreamed, and it is theirs to make a contribution to that.

My fellow teachers, do we talk about motivation of these dry subjects that we are sent to teach? Where will you find a motivation deeper and more glorious than this, that man has been struggling and striving to make a better life, a better life for the whole human family, which is something in which these children wherever they are and whatever they do, may have a part as definite contributors?

FOR WASHINGTON'S BIRTHDAY

With the approach of February 22, teachers and principals planning a special observance of Washington's birthday will welcome a reading course on George Washington, by Albert Bushnell Hart. This has been published by the American Library Association in co-operation with the Washington Bicentenary Commission established by the President and Congress.

In the brief essay preceding the list of recommended books, Dr. Hart pictures a versatile Washington—farmer, business man, explorer, engineer, founder of corporations, organizer of armies, commander, statesman and President. In his discussion, the author throws so many interesting side-lights on Washington that the reader is carried over into the suggested course of reading. Seven books, each chosen to give a different aspect of the great man's life, are discussed, among them the biography of Washington by Woodrow Wilson and Percy MacKays's play, *Washington, the Man Who Made Us*.

The booklet will furnish students of upper grades and high school with fresh material for essays, themes and orations; and will offer teachers the op-

portunity to interest pupils in American history through the reading of biography. The essay can be used as a basis for the assignment of talks or themes on various phases of Washington's life, or for reading aloud. The list of books described will be useful as references on the different characteristics of Washington which are developed by Dr. Hart.

This course is the latest published of the Reading with a Purpose series, and is available, along with the books recommended for reading, at most libraries or may be obtained directly from the Chicago headquarters of the American Library Association.

EDUCATORS TO DISCUSS
INTERNATIONALISM

"Promoting International Understanding Through Teaching the Social Studies," was the topic of discussion at a meeting of the Social Studies Section of the Pennsylvania State Educational association when it met at Lancaster, Pa., Dec. 29. Dr. Lucy C. Wilson, of Philadelphia, and Roscoe L. West, joint authors of "International Civics," were among the speakers.—*News Bulletin, National Council Prevention of War*.



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The teacher is the irreducible minimum without which other elements of education are impotent, the course of study is dead, supervisors are of no effect, and the material means supplied by the principal, superintendent and board of education are but so much fuel powerless to release its energy.—DR. J. M. GIVENS, *Supt. of Schools, San Francisco.*

THE A. F. L. AND THE A. F. T.

When the charter members of the American Federation of Teachers organized and looked about them to find civil and social groups of organized citizenry which would be interested in helping to put over an advanced educational program, in raising the economic status of the teacher, in improving teaching conditions, in establishing higher professional qualifications and which would be not only interested to do this but would be sufficiently powerful to do it and which would seek nothing in return for themselves, they turned to the only group they could find that met these requirements, Organized Labor. And Organized Labor welcomed the teachers. Its members were glad to help the teachers as they had helped themselves and to assist the teachers to a position where they would partake democratically in the administration of the schools. They said, "We were the major instrumentality in the establishment of free tax supported public schools. We ask nothing of them but an education for our children. We never have sought to use the schools for special propaganda and we shall not. But we do want our children taught by men and women who are free and unafraid, who have raised themselves to the standard of a profession and we are glad to help."

That Labor has helped is indisputable. Salaries, teaching conditions, professional qualifications, tenure, freedom from repression in teaching, all these and other things have come in a fuller measure to the communities where the teachers are unionized and have had the help of Organized Labor.

And then Labor came to know the teachers and to realize that it was not all give, not all what Labor could do for the teachers. Labor began to recognize that the teachers have a real contribution to make to the Labor movement, that they are progressive and social minded, that to the solution of vexed economic and social as well as educational problems, they can bring a trained intelligence, a civic conscience and a social mind.

Dr. Henry R. Linville, vice-president of A. F. T. and president of New York Local 5, is a member of A. F. of L. permanent committee on education. A. F. T.'s delegate to the A. F. of L. convention acts as secretary of the convention committee on education. In various communities the chairmen of education committees in the central labor and state labor bodies frequently are teachers. In these positions the organized teachers have no little part in

forming what is acknowledged by all to be a progressive educational program second to none.

The American Federation of Labor is in good hands. Its leadership is able and devoted. It is marked by human sympathy and social devotion. It ranks among the constructive social forces of America. It is increasingly reliant upon the spirit of conciliation. It makes fewer and fewer mistakes. In all this the American Federation of Teachers has a share for it is an integral part of this great movement having an effective voice in the formulation of programs and policies.

The founders of A. F. T. have reason to regard their handiwork with pride and should be honored for the vision that was theirs.

SHORTER SCHOOL DAYS

Argument for a short school day, especially for the younger pupils, is submitted by Dr. James Frederick Rogers, chief of the physical education and school hygiene division, Bureau of Education, Department of the Interior, in a statement recently made public.

"The length of the school day fluctuates from time to time," says the statement, "and just at present the day seems to be waxing rather than waning. While this may be a good thing for children unfortunate in their home conditions, it should be constantly kept in mind that children, like other animals, thrive best with open air, sunlight, and activity, conditions which ordinary school life does not yet afford.

"It needs also to be remembered that it is just as fallacious to affirm that the more we school a child the better educated he is, as to believe that the more we exercise his muscles the stronger he will become, or the more we feed him the bigger he will grow."

Coinciding with this opinion is that of Dr. F. H. Richardson, consultant of the New York State Department of Health, who says: "The most menacing habit of childhood is nothing more or less than undue indulgence in school attendance."

Dr. Richardson found that in many patients, by shortening the hours of school attendance a gain was made in health, and the child developed an increased capacity for study.

"In the lower grades a child's capacity for work is exhausted in three hours or less," Dr. Richardson found, "and to urge him to work thereafter is as effectual as trying to persuade a horse to drink when he has no mood for so doing."

To this add the testimony of L. M. Terman, in his recently published "Genetic Studies of Genius," "Within a given age group the intelligence and achievement scores earned are totally uncorrelated with length of school attendance."

Such evidence from noted authorities lends support to the program of the American Federation of Teachers, "The normal five-hour day in the public schools," "normal" meaning in the middle of the day, neither beginning at 7:30 a. m. nor closing at 5:00 p. m.

CINCINNATI'S SALARY SCHEDULE

Two principles for which A. F. T. has campaigned for years are teacher participation in the formation of policies and equal salary for equal preparation irrespective of grade taught. Hence the A. F. T. most heartily congratulates the city of Cincinnati on its adoption and use of these two principles in its recent establishment of a single salary schedule. The report which led to the acceptance of the schedule was prepared by a committee representing all groups in the school system. Standard qualifications for teachers call for graduation from college and a maximum of \$3,500 is set for teachers meeting these qualifications. Teachers not college graduates are encouraged to take additional training and this additional training brings automatic salary increases.

The voters of the city showed their desire for better teachers by voting a tax increase to be used solely for improving salaries.

The entire situation in Cincinnati is one that encourages the friends of the public schools and not least among them, the A. F. T., which modestly calls attention to its reflective as well as its direct accomplishments.

COMPULSORY SCHOOL ATTENDANCE

Childhood is the period of development and the state undertakes to assure children opportunity for mental development. Compulsory school-attendance laws and their administration are the key to these purposes. Realizing the importance of these laws the Committee on Education of the American Federation of Labor two years ago compiled a chart of the provisions of state laws regulating school attendance and employment of minors.

The chart which shows clearly which states have low standards and which are making progress was sent to all central labor unions. Labor thus has before it basic information necessary in considering legislative standards. States where low standards

prevail should try to reach the higher ones that have proven their practicability in other states. It may not be possible to make the shift in one effort but the standard should not be lower than the highest one practicable.

The National Association of Manufacturers has recently issued a program on education and school attendance which proposes standards higher than prevail in some states, but lower than are already in effect in other states. Labor would welcome the aggressive action of employers to help raise standards in states where the laws fall short of the employers' program, but it insists there must be progress beyond the standards proposed in the National Association of Manufacturers' program.

Labor believes that boys and girls of fourteen years are too young to begin factory work; that boys under eighteen shall not work in mines; that 9 p. m. is too late for minors to work; that the standard for educational requirements should be higher than the sixth grade; that the time spent in continuation school should be subtracted from the eight-hour day; that the work of minors should not exceed eight hours per day and six days a week; and the suggestion that "proper provision for vacation permits" might open the way for exemptions that would invalidate the law.

The subject of compulsory school attendance is an important one for the whole nation and Labor welcomes concentration of interest in this field.—*The American Federationist.*

A man's life is made by the hours when great ideas lay hold upon him, and except by way of living persons there is no channel down which great ideas come oftener into human lives than by way of books.—*Harry Emerson Fosdick.*

In looking over the Research Bulletins of the National Educational Association, we find in the May number some interesting material on teachers' salaries. The result of much painstaking investigation shows that teaching is compensated on a lower level than are other forms of service in general for which direct money incomes are received. Workers in general have 349 chances in 1,000 of reaching \$2,000 or more—and teachers 174 chances, reports the Bulletin. Teachers have only 1.9 chances in 1,000 of reaching \$5,000 or above, whereas workers in general have 25 chances out of 1,000.

Again, The Bulletin reports that teachers are paid lower wages than unskilled and skilled labor in factories, than high grade clerical workers, or than governmental service considered as a whole.

The obstacles that delay adequate compensation for teachers are given (1) as failure of the public to recognize that they are today demanding trained instructors while still paying compensation suited to untrained; (2) to the fact that the product of teaching is not like the product of an automobile factory, immediately at hand, but is deferred. Society therefore fails to make the proper correction.

The conclusion of the matter is that the product in this case as in others will accord with the payment made. Poor wages mean poor workers. Inadequate salaries for teachers will attract only the mediocre. As the A. F. T. has always maintained, alert college trained young people will not go into teaching when poor salaries mean no opportunities for further study, for travel, cultural surroundings and recreation. Education and society will suffer.

"What the best and wisest parent wants for his own child, that must the community want for all its children."—*John Dewey.*

WORLD

Acquaintance — Study — Pleasure

TOURS

EUROPEAN TRAVEL FOR RECREATION AND EDUCATION

June 30—September 3, 1928

Great Britain	7 days
Scandinavian Countries	14 days
Central and Eastern Europe	16 days
Switzerland	10 days
France	10 days

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BRIAND'S FRIENDLY CHALLENGE

Attention is called to the announcement elsewhere in these columns of the National Oratorical Contest on Outlaw-war Treaties. A large number of prominent high school principals from many parts of the country are on the committee in charge. Eight state superintendents of public instruction were invited to serve on the committee and all accepted, heartily endorsing the project.

Secretary Watkins writes:

The committee considers the *community contest* to be the ideal plan. Wherever the school authorities consider it feasible, there would, of course, be no reason why contests should not be arranged in high schools and junior high schools. Likewise, churches or groups of churches might well arrange contests. However, the committee hopes that in each community school people—superintendents, principals, and teachers—will take the initiative or co-operate with ministers and church-school leaders, as well as with local editors and club leaders, in promoting as many bronze-medal contests and later as many silver-medal contests as possible—generally as community projects. Especially should contestants be encouraged to write their own speeches and so have a chance to win the large cash prizes.

If the contest is understood and announced in this way, the committee believes the project will awaken great enthusiasm in local communities throughout the entire country, and, especially so, because the subject of the "renunciation of war as an instrument of national policy" by means of outlaw-war treaties certainly is not a controversial subject. Everybody wants to see it done; young people and their teachers are especially concerned to have it done and to familiarize themselves with modern and amicable methods of dealing with international disputes.

BLACK SHIRT IDEALS GAINING IN AMERICA?

San Francisco. — America is facing Black Shirt domination, according to Professor Guido Marx of Stanford University. He predicts: "At the present trend, Fascism will rule America in 10 years."

"Our liberties are stealthily being stolen," he said. "Examples of recent encroachments upon them are rather shocking in their frequency and scope."

"It is easy to cry 'radical' at every critic," he said, "but today even conservatives are becoming uneasy over judicial encroachments."

"Thoughtful people might well read and ponder over a recent article in Harper's on 'The Courts and Free Speech,' an amazing revelation on how far we have gone from democracy."

"Liberty is not something to be conferred upon a nation, nor does it reside within the covers of a book to be used in an emergency. It exists in its exercise, and those who have not the courage and the will to exercise it can never possess it."

"I was brought up to consider myself a sovereign citizen and to state to some extent the expression of my will. Now the whole shift is toward a conception of a sovereign state and a subject citizen."

"We are fast becoming a nation of subjects, and if that doesn't lead to Fascism I do not know what Fascism means. It certainly is not a trend toward democracy."—A. F. of L. *Weekly News Service*.

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BOOKS

Books are the legacies that a great genius leaves to mankind.—Addison.

COMPANY UNIONS

By ROBERT W. DUNN,

Two hundred and six pages; published by Vanguard Press, Inc., 80 Fifth-av, New York City

Industrially, organized labor is keenly aware of developments affecting its existence. An employer is either a union employer, or a non-union employer, and the company union, whether sold by super-salesmen bent on presenting it as an agency for helping the lower class without hurting the upper class, or when frankly resorted to as a first-aid measure in preventing labor union activity, has been recognized and scored as an insidious enemy.

Robert W. Dunn, who is well known as co-author of "The Labor Spy," and as a painstaking and intelligent industrial investigator, has compiled a very creditable summary of the development, extent and effect of the company union, in the United States. "Company Unions, Employers' Industrial Democracy" is a factual account of company union objectives, and their relation to the organized labor movement. Mr. Dunn interviewed scores of workers in company unionized plants, employers, labor leaders and personnel managers. He devotes the first half of his book to the development of the company union from its inception during the latter part of and immediately after the World War when liquidation and readjustment, reorganization and retrenchment added to the chaos of the day. The desire for stabilization of working forces gave great impetus to the formation of company unions.

Company unions, or works councils, as they are usually called by employers, seemed to have taken hold first in the metal trades, but while later decreasing in the metal trades, quickly spread and grew in the railway, printing, textile, lumber and public utilities industries, in fact, in most large concerns employing over 10,000. *The employer becomes the "labor leader."* The company union is initiated by the management and serves as a buffer for the management. It does not, like genuine collective bargaining, come as the result of pressure from workers who have organized themselves into a union. It is one of the devices of management used to control

the labor force in a given plant or area. It pretends to give the worker a say in the management of the plant by consulting him on such matters as a new cafeteria, picnics, a company paper and other non-essentials. At the worst, as in the notorious case of the Amoskeag Manufacturing company, it becomes the agency through which the workers grant themselves wage decreases.

Mr. Dunn, in the latter part of his book, deals with labor's case against the company union and concludes with the conviction that the company union will not be wrested from its present position in American industry by anything except energetic campaigns to organize the unorganized into industrial unions. The old line craft union, Mr. Dunn contends, is ineffectual in a fight against the company union.

"Company Unions" should be in the hands, not tucked away in the library, of every labor organizer and student of industrial problems. It is published by the Vanguard Press and sells at 50 cents a copy.

What does the company union mean to the teacher? What are our company unions? I think we need a book on our own company unions. I suggest you refer to the italicized portion of the review and apply to ourselves. If you feel like writing the book, let me hear from you.—The Editor.

A STATE EDUCATIONAL SYSTEM OF WORK

M. V. O'SHEA

The Bernard B. Jones Fund 1927

M. V. O'Shea, University of Wisconsin, has published the result of his study of public education in Mississippi in 1925. The funds were provided by Mr. Bernard B. Jones, of Washington, D. C., but were not sufficient to investigate many fundamental problems. However Professor O'Shea has made a large number of important findings regarding the intellectual status and educational achievement of the students of elementary and high schools, and first year college. Professor O'Shea makes the interesting and somewhat startling statement that high schools of Mississippi hold the pupils throughout the entire four-year course more successfully than any other state in the union.

A man should hear a little music, read a little poetry, and see a fine picture every day of his life in order that worldly cares may not obliterate the sense of the beautiful which God has implanted in the human soul.—Goethe.

EDUCATIONAL BOOKS AND PAMPHLETS BY JOHN E. KIRKPATRICK

For Sale by J. H. Sours, Olivet, Mich.

Toryism in American College Government (George Wahr, Ann Arbor, 1923)-----	\$.35
Constitutional Development of the University of Michigan (George Wahr, 1924)-----	.25
Rise of Non-resident Government in Harvard University, and How Harvard Is Governed (George Wahr, 1925) Paper-----	.50
Cloth -----	1.00
The Constitutional Development of the College of William and Mary (1926)-----	.25
Educational Revolt Series:	
The People's Colleges of Denmark (1927)-----	.10
What's Wrong With Our Colleges? (1927)-----	.10
Our Academic Awakening (1927)-----	.10
The American College and Its Rulers (New Republic, 1926)-----	1.00

Concerning the last named work, Professor John Dewey in a three-page article on the "Bankruptcy of Modern Education" (Modern Quarterly, June-September, 1927) says in part:

Dr. Kirkpatrick has made a valuable contribution to our knowledge of the origin, development and present status of higher education in this country, from the standpoint of its organization and control, and the effects of the system upon the teaching body and students. He has assembled material which is little known regarding the early history of Harvard, Yale, Princeton, William and Mary, and a short-lived institution called "The Log College." The account brings out the fact that there was at the outset a period of wavering between the system of external and non-professional governors, and control by the faculty and graduates, following the English system. He makes it clear that the desire of clergymen to make sure of keeping collegiate instruction orthodox, according to their own notions of right belief, was the decisive factor in establishing the outside trustee government which has now become the regular method of university government.

The system thus formed persisted when education became secularized, and the preparation of the clergy became the smallest part of college work. Business men became, except in the smaller denominational colleges, the residuary legatees of the functions of ecclesiastics, and in any case, given the economic conservatism of the church, an alliance was not hard to effect. The greater part of the book is devoted to an account, of a factual and non-sensational character, of later developments which have reflected unfavorably upon educational freedom, and to a de-

scription of present tendencies of discontent with external, non-professional control, and of the movements toward greater participation in government of faculties and students—"democratic stirrings," as Dr. Kirkpatrick calls them. Under the caption of "The Next Step" he outlines a good plan for the substitution of democratic for autocratic control—what a former colleague of mine once termed "despotism tempered by resignation." Dr. Kirkpatrick's own statements are moderate and he has avoided relying upon gossip and rumor. He gives full credit to the work accomplished by the present system in the extraordinary expansion of physical resources and scholastic opportunities. But like most teachers in higher institutions, he feels that the time has come for bringing college rule into line with democratic institutions.

THE DAILY PROGRAM OF THE HIGH SCHOOL, 1927

High school teachers these days have much to say in protest of the manner in which the school day is filled. Mr. Running has made a study of some 300 high schools in cities of more than 5,000 population located in every state and in the District of Columbia. The survey included time of morning roll-call, time building is opened to pupils, time of dismissal, length of recitation periods as related to the number of periods in the school day, and provision made for supervised study. Mr. Running finds a wide difference in the manner in which high schools use the school day.

Teachers should find this study extremely interesting and may have something important to add regarding the day's schedule.

The English report of the Locarno World Conference on New Education held in August is now ready. Price 2/2 or 60 cents post free. The general theme, "The True Meaning of Freedom in Education," is reported in sections: "Psychological Freedom," "Freedom through Method," "Freedom through Environment," "Freedom through Co-Education," "Freedom through Creative Art," "Freedom through International Understanding." Among the speakers reported: Dr. A. Adler, Prof. P. Bovet, Dr. O. Decroly, Mrs. B. Ensor, Dr. E. Rotten, Dr. A. Ferriere, Dr. Del Manzo, Dr. H. Rugg, Dr. Carleton Washburne, Dr. Lucy Wilson, Sir Jagadis Bose.

From the New Education Fellowship, 11 Tavistock Square, London, W. C. 1. (Agents in U. S. A. Bookshop for Boys and Girls, 270 Boylston Street, Boston.)

NATIONAL ORATORICAL CONTEST ON OUTLAW-WAR TREATIES

Briand's Friendly Challenge

A national committee, with former U. S. Commissioner of Education, Philander P. Claxton, as chairman and Arthur Charles Watkins, associate secretary, National Council for Prevention of War, Washington, D. C. and Rev. Sidney L. Gulick, secretary, Commission of International Justice and Good Will Federal Council of the Churches of Christ in America, as secretaries, has announced a National Oratorical Contest on Outlaw-war Treaties for American Young People. The announcement states:

If such treaties are to be negotiated and ratified this winter or next spring, the President and Senate must know that public sentiment favors such action. This sentiment doubtless exists in a large degree throughout the country; it should be given expression. The young people of the world are deeply concerned in the discovery of other and better methods than war of settling international disputes.

To arouse and direct the thought of the youth of the United States along these fruitful lines, national prizes are offered by Clement M. Biddle of New York for the preparation and public delivery by young people not over 19 years of age of addresses on permanent world peace through treaties for the renunciation of war and the settlement of all international disputes by other means than war.

There will be

- (1) Contests in public speaking.
- (2) Contests among the writers of their own speeches.

Any newspaper editor, school superintendent, school principal, minister, church-school superintendent, teacher, club leader, or other interested person in any community who arranges for five or more entrants may apply to the national committee in charge for a commission to act as supervisor and organize a bronze-medal contest. Upon receipt of his application the national committee will send him directions for organizing his local committee and proceeding with the contest, and will also furnish him with the bronze medal to be awarded to the winner.

Arrangements for Bronze-Medal Contests

The supervisor will organize a committee to have charge of the local contest. This committee will enlist as many young people as possible to compete for the medal. Young people who on May 18, 1928, will not have passed their nineteenth birthday are eligible to compete. The committee will arrange for the public contest to be held before March 15, 1928, and select the judges—three or five in number.

Each participant may present a declamation to be derived from a book of approved articles of about 1,000 words entitled "Brief Discussions of World Justice, Goodwill, and Peace," published by the Commission on International Justice and Goodwill of the Federal Council of Churches, 105 E. 22nd-st., New York City, where orders for the book may be sent. (Single copies, postpaid, 25 cents; in lots of five or more copies, 15 cents each.) Or, a participant may deliver an original oration of not more than 1,000 words prepared by himself on the general subject of permanent world peace through treaties for the renunciation of war. Any person intending to write his own speech may, if he wishes, obtain from the office of the committee in charge bibliographies of articles and other useful material.

At the public contests the judges selected by the local committee will award the bronze medal to the speaker who presents his or her address in the most effective and convincing

way. The committee will arrange to take up an offering at the public meeting, and the supervisor will send the amount of this offering to the national committee to help meet the expenses of the national contest, any surplus to be utilized under direction of the committee in charge in harmony with the purposes of the contest.

Leadership for Silver-Medal Contests

The national committee will furnish a silver medal to any supervisor of a bronze-medal contest who will enlist five or more winners of bronze medals and organize a group contest to be held on or before World Goodwill Day, May 18, 1928. The group shall be composed of winners of bronze medals within a town, city, county, or other convenient area.

Arrangements for Silver-Medal Contests

The supervisor will organize a committee to have charge of the silver-medal contest. This committee will arrange for a public meeting at which the five or more contestants will compete for the silver medal. The committee will select the judges—three or five in number. These judges will award the silver medal to the speaker who presents his or her address in the most effective and convincing way. The committee will arrange to take up an offering at the public meeting, and the supervisor will send the amount of this offering to the national committee to help meet the expenses of the national contest.

Contestants are encouraged to write their own addresses in competition for the bronze medal. Wherever a bronze-medal contest is held, whether as a part of this or any similar peace oratorical competition of young people not over 19, the judges may select not more than two of the original speeches that they regard as most meritorious in point of contest as well as form and submit them to the National Committee before March 31, 1928. A National Board of Judges will consider all such manuscripts and award prizes before May 31, 1928.

Prizes for Original Speeches

FIRST—\$500, to be used, preferably, for a summer trip to Geneva, Switzerland, and other points in Europe.

SECOND—\$300, to be used, preferably, towards the meeting of school or college expenses.

THIRD—\$200, to be used, preferably, toward the meeting of school or college expenses.

Gold Medal for State Winners

In addition, a gold medal will be awarded to the writer of the best original speech in each state. *Applications for commissions to act as supervisors of local contests and all requests for information should be addressed to the Secretary of the Committee in Charge, National Oratorical Contest on Outlaw-War Treaties, 532 17th-st., N. W., Washington, D. C.*

ANNUAL BROOKWOOD CONFERENCE OF TEACHERS IN WORKERS' EDUCATION

(Arranged by Brookwood Local 189, American Federation of Teachers, as authorized by the American Federation of Teachers.)

TENTATIVE PROGRAM

February 24-26, 1928

SUBJECT

The Place of Workers' Education in the Labor Movement.

FIRST SESSION

Friday, February 24, 8:00 p. m.

Informal Symposium: Discussion on current issues in Workers' Education. Leader, A. J. Muste. (Open to students).

SECOND SESSION

Saturday, February 25, 10:00 a. m.

Is Workers' Education to be classed with the panaceas? Chairman, James H. Maurer (?).

What light can we get from labor's historic relation to the public school question? A Lefkowitz.

What light can we get from the historic role of panaceas in general? A. W. Calhoun.

What light can we get from the history of Workers' Education since the War? A. Epstein.

THIRD SESSION

Saturday, February 25, 2:30 p. m.

Chairman, Fannia M. Cohn.

What have organizations and free-lance groups done about Workers' Education?

Summary of significant aspects of union activity. Spencer Miller, Jr. (?).

Summary of significant aspects of Socialist activity. Algernon Lee (?).

Summary of significant aspects of Communist activity. Bertram Wolfe.

Summary of significant aspects of Co-operatives' activity. Cedric Long.

Summary of significant experiences of a free-lance venture. Hilda Smith.

Saturday, February 25, 8:15 p. m.

The Brookwood Players under the direction of Jasper Deeter, will give "The Inheritors."

FOURTH SESSION

D. J. Saposs, Chairman.

Sunday, February 26, 10:45 a. m.

What experiences have people in Workers' Education had in getting effective relations with the labor movement?

I. Mufson, Paul Fuller, Leonard Craig (?), Tom Tippet, Chas. Reed, Mabel Leslie.

FIFTH SESSION

Josephine Colby, Chairman.

Sunday, February 26, 2:30 p. m.

What relation should Workers' Education enterprises sustain to the Labor Movement—(1). Subordination to strategy and tactics of union, party, co-operative? (2). Autonomous rank in the movement, on a co-ordinate footing with union, party, co-operative? (3). Free-lance independence as auxiliaries to the labor movement?

John P. Frey (?), E. C. Lindeman, A. D. Sheffield, John Brophy (?).

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Local News

TEACHERS UNION OF THE CITY OF NEW YORK, LOCAL 5

In the January American Teacher the figures for Local 5's new members during the month of its drive should have read 157 instead of 107. The figures on January first were 167. Adding to this the very appreciable salary increases and Mr. Lefkowitz's promotion, Local 5 has a record of accomplishment on which it is entitled to much praise and congratulation.

WASHINGTON, D. C.

LOCAL NO. 8

On January 14, the Teachers' Union of Washington, D. C., Local No. 8, A. F. T., gave a dinner in honor of Miss Selma Borchardt, Vice President and Legislative Representative of the A. F. T., member of the Women's Joint Congressional Committee, and member of the Board of Directors of the World Federation of Education.

Among the guests and speakers were the Superintendent of Schools, Dr. Ballou; Senator Capper; Representative Zihlman; Miss Mary Anderson, Director of the Women's Bureau of the Department of Labor; Judge O'Toole; Major William E. R. Covell, Assistant Engineer Commissioner of the District of Columbia; and Mrs. Florence Hanson, Secretary-treasurer of the American Federation of Teachers.

Local 8 had an addition of 72 members in December.

ST. PAUL FEDERATION OF WOMEN TEACHERS, LOCAL 28

The Federation of Women Teachers has undertaken an important study as a feature of its year's work. It proposes to make a careful investigation of the "interruptions" in school work. With each year there appears an increasing number of activities which have been taken into the schools. Many teachers feel that it is no longer possible to do what is supposed to be the work of the schools because, with all the additions, there has been no curtailing of the program which heretofore has filled the normal school day of five hours.

At present there will be no effort made by the federation to place values on these "interruptions." Many of them may have their rightful place in the work of the schools. After the study is completed, a move will be made to eliminate or to assign to other agencies certain detailed and clerical work so that teachers may return to teaching, a move which the

public will undoubtedly support.

Two meetings of the Joint Salary Committee composed of representatives of the Federation of Men Teachers, the Federation of Women Teachers and the Principals' club have held two meetings this month.

A highly successful delegate dinner was given with 65 schools represented and members of the Board of Education and special members of the Federation present.

The Federation has had some good publicity lately and friendly co-operation with the press. One newspaper has lately changed hands. A joint committee including principals, was sent to call and get acquainted, with good results.

The Federation is having a share in the proceeds of this week's performance of the Stock Company and hopes to realize a reasonable amount.

FLORENCE ROOD,

Vice-President, A. F. T.

MEN TEACHERS' FEDERATION LOCAL 43

The Federation has three or four important matters under way. There is not much fanfare connected with the work—there never is with that which brings lasting results in any field.

Our members on the Charter Committee, composed jointly of persons from the two Federations, are Messrs. Harrell, Pennell, Tingle, Bergh and McMillen. This committee sent a letter to the framers of the proposed City Manager Charter which embodies the following minimum points.

1. That the business management of the schools be placed in the hands of an official or officials to be elected at large for that purpose by the voters of the city.

2. That the management of the schools and the business connected with the administration of the schools be left entirely in the hands of the commissioner of education or school board.

3. That the commissioner of education or school board appoint a superintendent and an assistant superintendent of schools and fix their salaries.

4. That nomination and appointment of teachers be made by the superintendent and approved by the commissioner or school board.

5. That the commissioner or school board be authorized to determine the salaries of teachers and to adopt all necessary rules and regulations having to do with salary schedules.

6. That salaries of officials and limitations of expenditures in the department of education be not fixed by the charter.

7. That teachers be given the same protection in tenure of position as that provided in Chapter 36 of the 1927 Statutes of Minnesota.

8. That provision be made for a board of teachers, advisory to the superintendent of schools, to meet regularly once a month during the school year. The first meeting of this board shall be on the second Monday following its election, in the Council Chamber of the Court House, at 4:00 P. M. At this meeting the board shall elect all necessary officers. Thereafter, the board shall meet once a month at the call of the chairman or of a majority of the members. The members shall hold their offices until their successors are elected and qualified.

9. That the superintendent of schools shall submit proposed changes in courses of study and the selection of text books to this board before their adoption. That the board shall, from time to time, advise the superintendent upon the methods of teaching and the general welfare of the schools. That the board shall keep a permanent record of its proceedings which shall be open to the public.

10. That city employees be required to live within Ramsey County.

The Insurance Committee will soon start calling on those members who are not policyholders. Letters from all parts of the United States within the past year testify to the widespread interest among teachers. We were the first to work out a plan and put it in operation. Judging by the large number of organizations now carrying the group insurance, it would seem to prove our sound judgment.

A joint salary committee of five members each from the two Federations and from the Principals' Club, is now at work. The delegates from our organization are Messrs. Harrell, Christoffel, Tingle, Sanders and J. E. Anderson. Ivan Johnson, delegate from the Principals' Club, is also a member of the Federation. Three committees are already at work gathering various sorts of information. Numerous other committees are to follow, membership of which will be drawn from outside the Joint Committee.

Any campaign undertaken will likely be based on the social value of the teachers to the community. However, the idea is not that all the teachers as individuals are worth more money, but rather that every St. Paul child is entitled to a first-rate teacher.

ST. PAUL LABOR CLASSES

1. Shop Economics (Mondays), Mr. Ramsted, instructor. Pertains to class members' own industry and trade. Laboratory method. Full enrolment.

2. History of Labor Movement (Tuesdays), Miss West, instructor. Almost full.

3. Practical facts of government (Wednesdays). State Representative Starkey, Finance Commissioner McGlogan, and Mr. McMillen, instructors. Deals

with state government and with city administration from workers' standpoint. Study of forms of government, especially city-manager form. Full enrolment.

4. Public Speaking (Fridays). Nearly double enrolment.

5. Budgets and accounts. Mr. Pavlicek, instructor. Budgets and accounts of unions, for business agents, treasurers and presidents. Also for family use.

Mr. P. A. McMillen, director of Labor College, member of St. Paul Men Teachers Union, No. 43.

Classes run 16 weeks. Tuition \$4. Most unions refund tuition for certain number of members.

LOCAL HIGH SCHOOL TEACHER NOW HEADS CALIFORNIA TEACHERS' ASSOCIATION FOR NORTHERN SECTION

R. W. Everett, teacher in the Sacramento high school and prominent in the work of the American Federation of Teachers, is now president of the California Teachers' Association, Northern section.

Mr. Everett is prominently mentioned in the current December issue of *The Sierra Educational News*, which is the official state journal of the California Teachers' Association, and goes out monthly to its 32,000 members. Mr. Everett is one of California's leading school men and has a distinguished record, particularly in the field of educational legislation.—*Sacramento Chronicle*.

MINNEAPOLIS FEDERATION OF TEACHERS LOCAL 59

The fall semester for the Minneapolis Federation of Teachers has been an energetic one, with its members active in the following business:

TEACHER SALARY DRIVE

The central committee made up of representatives from the three teachers' organizations, has put on what a prominent Minneapolis citizen has called a very high-class, business-like campaign for more adequate teachers' salaries. The Federation has, of course, taken an active part in that campaign, under the leadership of Mrs. Alice Drechsler, chairman of the salary committee. Mrs. Drechsler has proved herself to be particularly alert in meeting insidious plans to defeat the desires of the teachers, and to be fearless when opposition was needed.

The Central Committee conferred upon Miss Florence Fish, a charter member of the federation, the honor of acting as the publicity agent of the teachers in this salary campaign. She gave brilliant service,

carrying the needs of the teachers convincingly to the people, to the Board of Education, and to the business men. She did this work during last summer and the month of September, during which time she had a leave of absence from school, and was paid by the Central Committee on the basis of a teacher's maximum salary. The schedule for which she has worked has already been accepted by the Board of Education and is now under advisement by the Board of Estimate and Taxation.

In response to a request from Miss Fish, Mr. J. E. Meyers, president of the Board of Education, gave a courteous and cordial invitation to the presidents of the three teachers' organizations to present the salary matter at an open meeting of the board. Miss Myrtle Hooper spoke for the class room teachers, Mr. Charles R. Richardson for the Teachers League, and Miss Amy Fox for the Teachers Federation.

A FEDERATION PEP FESTIVAL

One afternoon Local 59 received with pleasure the news that Mrs. Florence Curtis Hanson, en route to Chicago from Superior, Wis., where she had just installed a new local, would stop in Minneapolis for a brief visit. Miss Lettie Hunt, the financial secretary of No. 59, sensing an opportunity for gaining new inspiration and the latest federation news, set many wires buzzing with invitations to members and their friends to meet Mrs. Hanson at Miss Hunt's attractive home, where we have had many a good time. We greatly enjoyed Mrs. Hanson, and gathered in, not only the fine news of Federation growth, but also some energetic new members. We believe that Mrs. Hanson is doing as excellent a piece of work in revitalizing old members as in bringing in the new.

A VIRILE MEMBERSHIP DRIVE

Many of our committees have conspired this year to do effective work for membership publicity. First Miss Margaret Thomson, chairman of the membership committee, laid plans for individual membership work in each school building.

Second, Miss Thomson and Miss Alice Henry, the chairman of the Publicity Committee, published a dashing little orange colored booklet which was issued on Hallowe'en and which contained tabloid information on the federation.

Third, to Miss Thomson and to Miss Saidee Ingram, chairman of the Social Committee, belongs the credit for a very happy open house meeting before the fire-place of the home-like reception room at the Unitarian Center. Dr. Albert Parker Fitch, a colleague of Dr. Meikeljohn at Amherst, spoke engagingly and challengingly on the subject, "The School and the State," and Miss Florence Fish, very inspir-

ingly on "Federation Principles and Ideals." Later we all hovered over the punch bowl, and either upheld or attacked one another's pet ideas induced into the open by the two stimulating talks. Also we had the pleasure of learning that some guests of the evening had determined to join the federation.

Fourth, the Executive Board at Miss Thomson's instigation, thinking that our members, as well as prospective members, should be occasionally circularized sent out a letter suggesting regular attendance at meetings, and the dedication of the necessary time to Federation business. Miss Louise Kuehn has given us valued service by efficiently managing the distribution of printed material.

INSURANCE DRIVE

As Local No. 59 has accepted the group plan, the chairman of the insurance committee, Mr. O. E. Pederson, has been very much engaged telling the world about it, and separating members from the twenty dollars necessary to make out the papers.

EXECUTIVE BOARD TEAS

The Executive Board has met regularly the second Wednesday of each month at the apartment of the president, Miss Amy Fox, to drink tea and transact business. That group keeps faithful guard over the general teacher welfare.

FEDERATION MINUTE MEN

The Minneapolis Federation of Teachers is well organized to get into quick touch with its members, and into immediate action at a time of emergency. Two recent insidious attempts to put over on the teachers things they did not want were:

- (1) The alluring bait of an immediate \$100 increase if the teachers would forego for the present insistence on their improved salary schedule.
- (2) An attempt to induce the teachers themselves to vote for extra pay for extra curricular activities, which would be a dangerous opening wedge for the merit system.

AMY A. FOX,

Vice-Pres. A. F. T. and Pres. Local 59.

ATLANTA TEACHERS ASSOCIATION LOCAL 89

Local 89 has had two general meetings and two directors' luncheons since schools opened in September.

At the October meeting, the following officers were elected: James P. Barron, president; Lamar Jeter, Ernestine Dempsey, Lucile Nolan, vice-presidents; Mrs. R. B. Whitworth, financial secretary; Belle Clein, secretary; E. L. Floyd, treasurer. Mr. Barron has already served well for one year as president of No. 89. All of the officers are experienced

in the work of the organization. Their experience, added to the able directing ability of Jimmie Barron, should mean much toward a wonderful year for the local.

In the October meeting the matter of teacher pensions was also considered. During the summer the City and County Employees' Local of which the teachers are not a part, was successful in securing passage of their pension bill. Just why the teachers were not asked to co-operate in this movement we cannot say. Although their bill is much better than the old one, it is not satisfactory to the teachers. Since we may participate, we think that it is much better to take what is provided in their bill, but to work for certain amendments which are necessary to protect those who participate. The most important matter of business considered in the October meeting was that concerning a program of action for the year. Because of the existence of a very unsettled political situation in city affairs, the organization adopted, a year ago, a stand-by policy, with the idea in mind of waiting for a time when speaking would be most effective. That time seemed to have arrived early in October when it became evident that the continuation of the program of drastic economy that the Board had been forced to adopt because of the lack of funds and the refusal of the City Council to provide further support for the schools would mean the crippling of the system to the extent that conditions for both students and teachers would become extremely burdensome. The Board of Education had done all it could to arouse the people to a realization of the needs of the schools, but their efforts were off-set by the many accusations of inefficient management, wasteful expenditures, too many education frills, etc., which served to discredit in the minds of the citizens an unusually conscientious board. So it seemed to the teachers that the matter of getting over to the people the real conditions that exist in the schools was their job. The zero hour for the advance of our particular brigade had arrived.

Accordingly Local 89 opened a campaign, the avowed aim of which was to secure adequate financial support for the public school system. The first step was to put on a part-time worker. The Executive Council chose President Barron as the man to direct and organize the campaign because they realized that a large part of the work in such a campaign would naturally fall upon the president. The next step was to rent a modest up-town office to serve as the center of the campaign and as a convenient meeting place for the Executive Council and the special steering committee. Since November 1 Mr.

Barron has spoken to dozens of groups of citizens in almost every section of the city with the most encouraging results. This campaign has the endorsement of the Superintendent of Schools and the Board of Education. A campaign fund was raised by asking each member to contribute to the cause one per cent of one month's salary. The response was very encouraging, especially when the fact that contributing was absolutely voluntary is considered.

The December general meeting was taken up largely with matters of routine business and a hearing of the reports relative to the progress of the campaign. Announcement was made that there was some possibility of a salary cut for the teachers in order to close the year without a deficit. The action of Local 89 in its December meeting, we believe, was the beginning of the influences that culminated a week ago in the action of the City Council in appropriating enough money to enable the Board of Education to give the teachers a full check for the month of December. Great help was given the local in this movement by the local labor press which carried a very forceful editorial from the pen of Jerome Jones. This editorial was reprinted on the editorial page of one of the largest dailies, and the other two dailies carried editorials of their own.

No. 89 is proud of the fact that Miss Mary C. Barker was chosen as the official delegate from the central labor body to the convention of the American Federation of Labor.

W. L. SCOTT.

PATERSON TEACHERS UNION LOCAL 92

The officers of the Paterson Teachers Union, Local 92 were elected at the October meeting as follows: President, A. K. Harris; Vice-President, Ralph Maxwell; Corresponding Secretary, Raymond P. Maronpot and Financial Secretary, Morris Savage.

At the November meeting were elected three trustees whose business it will be to handle all matters of finance, Mr. A. Lagos, for three years; Miss Anna Long, two years, and Mr. Otto Durholz, one year.

A grievance committee composed of four members, an elementary teacher, a high school teacher, a head of department and a principal or vice-principal was created.

Mr. Kyle is chairman of the committee to rewrite the constitution.

Publication of the local's official publication, The School News of Paterson, has been resumed with K. O. Klaessing as editor in chief and A. K. Harris as business manager. The paper will reach every teacher in the city and every delegate on the Central Trades and Labor Council. It is expected that the

paper will be a financial asset rather than a liability. It can be if you know how to manage.

Ruth Gillette Hardy, New York Local 5, was the speaker at the January meeting.

PORTLAND TEACHERS UNION LOCAL 111

Members of the union have noted in The Oregon Labor Press some of the results of our protest to the Central Labor Council regarding tendencies in the Community Chest drive. In our letter we pointed to reports of coercion being used in various business institutions in the city and then to a tendency toward such in the public schools. A copy of our letter, together with a protest of similar nature, was sent by the Central Labor Council to Community Chest authorities. The reply of Mr. E. B. McNaughton, as quoted in full in last week's Labor Press, of course politely called upon the teachers union to furnish Chest officials with the names of teachers who had suffered coercion, in order that the cases might be looked into and steps taken to avoid any such possible mistakes in the future. Calling our bluff, was this? If it was not, we wonder if Mr. McNaughton was so foolish as to assume that we would expose any teachers to possible future difficulties. That difficulties are assumed to be a possibility is attested to by the fact that, in a majority of the cases reported to the Central Labor Council investigating committee, teachers requested that their names be withheld. Evidence of coercion is always difficult to prove and Mr. McNaughton knows it. Institutions and individuals under such charge will deny the use of coercion and, probably in most instances, honestly. However, there are refinements of coercion in direct ratio to the nature of the cause being sponsored. Giving for the needy will bring forth the gentlest of these refinements, though none the less cruel in their final effects upon the individual.

Of all institutions the schools would be the last to admit use of coercion. Neither the superintendents nor the board of education would countenance it directly. However, when quotas are placed for each school, when competitive methods are employed to raise those quotas, when the principal is expected to announce, "Our school is 100 per cent" then, sooner or later, pressure will be applied by the over-zealous. It is against that possibility that we of the teachers union are protesting, and are attempting to forewarn those in power. If the teachers union, at the risk of losing what little favor it may enjoy with the school administration, can help keep the spirit of giving free in the schools and in the city at large, it will have performed a great service.

One other practice in the past Community Chest

drive which the teachers union and teachers generally objected to, was the specification as to how much each of us ought to contribute. The attempt, whatever its source, to set for us the amount each of us should give is an effrontery, if nothing more. Who, but the individual himself, can be the true judge as to what he can give? If the amount wanted is to be a tax, then let us not call it giving. Furthermore, if the proposed day's pay is to be in the nature of a tax, then the tax ought by all means to be a progressive one. In which case, the Community Chest should announce that whereas day laborers are to give a day's pay, skilled laborers and teachers should give, perhaps, a day and one-fourth pay, lawyers and bankers, five days, captains of industry, ten days, etc., on up the line. But no, we hear of only one day's pay for everyone. It's a safe guess that a day laborer did not sit on the original committee that devised that brilliant idea.

One lesson ought to be apparent to all of us and particularly to those of our teacher friends who look upon organization as "unprofessional." It is that there is a common basis of interest between teachers and workers in general. The Central Labor Council backed up the teachers union to the limit. Would the Chamber of Commerce do the same for the High School Teachers Association or the Grade Teachers? Neither of those latter organizations would look upon affiliation with organizations like the Chamber of Commerce as "unprofessional." And yet, only from organizations of workers, having interests common with themselves, do some teachers draw their skirts aside for fear of—well, what? Have they gone beyond John Dewey?

The Portland Grade Teachers Association Bulletin for November gave the union some two pages of space in quotations from the Pacific Coast number of the American Teacher and from our own local bulletin. The High School Teachers Magazine published an article by Mr. Schwarztrauber, entitled "Scholarship or Mediocrity—Which?" The article evidently drew blood, for according to the current issue of the same magazine, replies from teachers were warm in denial of the essential argument of the article that scholarship in the public schools is generally mediocre. The replies should have been published.

PORTLAND TEACHERS UNION BULLETIN.

COMMONWEALTH, LOCAL 194

Commonwealth Local, 194, is a unique organization, because, as one member put it, "the union owns the school." While this is not true, the idea is there. The teachers at Commonwealth compose

the Commonwealth College Association, in the name of which the college property is held.

Here there is absolutely no dictation to teachers, either from the educational director or donors, and the instruction therefore is not shaded or biased. Neither is there that fear so common elsewhere that one's place is in jeopardy.

F. M. GOODHUE.

SUPERIOR FEDERATION OF TEACHERS LOCAL 202

An open discussion upon the advantages of affiliating with the American Federation of Teachers, led by Miss Agnes Kirk, former president of the teachers union at State Teachers college several years ago and delegate from that body to the Trades and Labor assembly, constituted the first meeting of the new local union here since the charter was received at Central High School Wednesday afternoon.

It will be the policy of the organization, according to Peter Beachle, temporary chairman of the group, to hold a series of meetings that will be open to all class room teachers in the public school system who are interested in the movement.

"There seems to be a slight undercurrent of misunderstanding among some of the principals and teachers in the city as to our purposes and principles," Mr. Beachle said. "We cordially invite the doubters as well as those who are interested to our open meetings so that all may more fully understand our policies."

In speaking of the advantages of such a teachers union, Miss Kirk pointed out that most of the teachers organizations, especially the state and national associations, meet but once a year, affording little or no chance for actual contact, and that since they are conducted wholly by administrative officers, the class room teachers have no chance to actually work together. The teachers union offers both the advantages of a local unit and a national organization, which the average local teachers' club does not.

ADVANTAGES LISTED

Miss Kirk named four distinct advantages to be gained from a teachers union: "The first, that of strength, because of the backing received from the Trades and Labor assembly; second, that of inspiration, because of the advice and co-operation received from that body; third, a wider field of service, because such affiliation brings about a closer contact with a considerable group of the population of a community not otherwise reached; and fourth, a wider vision because it gives a perspective that results in a poise that cannot be got in any other way," Miss Kirk explained.

YOUTH AND THE LABOR MOVEMENT

Katonah, N. Y.—"Youth and the Labor Movement" was discussed at a two-day institute at Brookwood Labor College here December 30-31. Organizing young workers, serving their interests in trade union activity, apprenticeship regulations and training received special attention.

Speakers included Francis Mahoney, Building Trades Apprentice School, New York; William Smith, secretary-treasurer, American Federation Full Fashioned Hosiery Workers; Tom Tippet of the Brookwood faculty, formerly director of workers' education, Illinois Mine Workers; Spencer Miller, Jr., secretary, Workers Education Bureau of America; J. Schlossberg, Amalgamated Clothing Workers of America; A. I. Shiplacoff, Leather Goods Workers; Philip Umstadter, Printing Pressmen's Union; Rose Schneiderman, Women's Trade Union League, and others.

"It is frequently said that it is difficult to organize young people into unions," said A. J. Muste, dean of Brookwood, in explaining the purpose of the institute. "Unquestionably many of our unions are composed of middle-aged and old people, young people being conspicuous by their absence. From leaders in unions that have apprentices and therefore do have young people in their membership, the complaint is often heard that these young people are interested in movies, baseball, boxing, petting parties, better jobs—everything under the sun except trade unionism. Young people in the movement on their part assert that the movement does nothing to appeal to the young and that activity on the part of young members is discouraged rather than encouraged.

"In the meantime, we have in this country a labor movement with perhaps five million members, whereas we ought to have from 20 to 25 million organized workers. The basic industries are almost completely unorganized and there is no indication that anything effective is being done about this problem.

"Since it seems possible, even likely, that the attitude of young people to the movement, and of the movement to young people has something to do with the general state of the movement and its future progress, it is of the greatest importance to have at this time a full and frank discussion on the subject of youth and the labor movement."

Good—to forgive. Best—to forget.

American Federation of Teachers

327 S. La Salle Street
CHICAGO, ILL.

**Affiliated with the American Federation of Labor
Organized April 15, 1916**



The American Federation of Teachers desires to establish an intimate contact and an effective co-operation between the teachers and the other workers of the community.

The American Federation of Teachers desires to co-operate with all civic organizations for improved civic life.

Groups of seven or more public school teachers are invited to affiliate with this National Organization of Classroom Teachers, for mutual assistance, improved professional standards and the democratization of the schools.

Our Slogan Is:

Democracy in Education: Education for Democracy

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